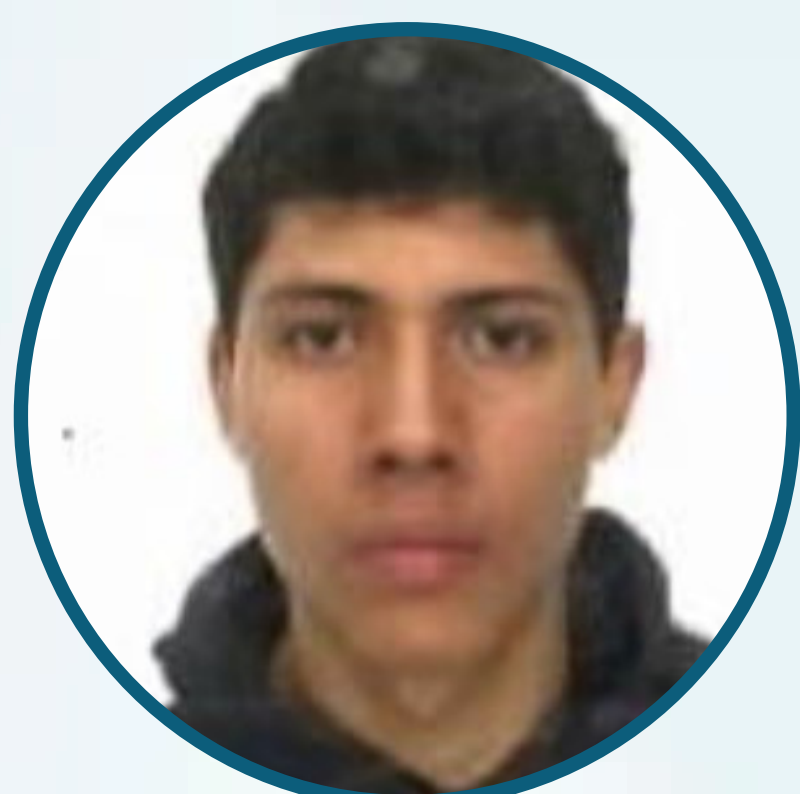


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The silent wound in developmental age: infancy and adolescence, traumatic related issues in educational context.

Current scientific evidence shows that traumatized children, such as adolescents, have an alteration of the circadian cycle of the hypothalamic-pituitary-adrenal (HPA) axis. Its biological harmonicity, if altered, presents deep dissonances in the neuroendocrine structure of the most violated and injured. The creative musical neuromodulation in educational contexts aim to support the criticalities caused by the impact of trauma in developmental age, intervening in treatment and prevention of mental illness, acting directly on those brain circuits most damaged to recover the vitality of the person. Several studies confirm that music alters the physiology of the brain and the body response. In that sense, we can consider the music as a psychic drug and concentrate the focus on his pharmacodynamic aspect. The two samples (8-12 years), (13-16 years) are divided in children and adolescents. The use of TSCC, Q-PAD and the Black Pedagogy Scale (BPS) is fundamental to register symptoms and dysfunctional correlations with caregivers. Afterwards the administration, the psychoeducational intervention will focus on creative aspects of music with the aim of implementing the biopsychic-social resources of the two differentiated groups through laboratory activities, under the supervision of music and mental health professionals. Supervision will be key to allowing traumatic reminiscences to be transformed and not become more traumatizing visions. The results may highlight that psychoeducational intervention has been effective on children and adolescents. A further measurement after 24 months will allow us to observe longitudinally significant changes. Rehabilitating and favoring the regression of acute symptoms of trauma, stimulate neurogenesis of those parts altered by childhood trauma, encouraging the brain of infants and adolescents to retune and regenerate through neuroplasticity, this is the ambition of the project.

Keywords: *Psycho traumatology, infancy, adolescences, neuromodulation, musicotherapy.*

Biography:

Roberto Trabona is a Psychology Student, Human sciences Department in Lumsa University. He was born on June 23, 2002 in Rome, Italy. He is a psychology student at the LUMSA University, in Rome. he graduated from the classical high school Torquato Tasso in Rome and now he working on my own research project with the scientific director Lorena Menditto